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ABSTRACT

The Dade County, Florida public school system prepared this description of a course which is designed to provide students the opportunity to acquire competencies in the utilization of various resources of the library, including the card catalog, periodical indexes, reference materials and audiovisual resources. The course exposes the student to the location skills which are necessary to aid him in becoming a competent user of the media center and its varied resources. Emphasis is on training students to find the information they need. The content of the course is presented in a workshop-type atmosphere in which the student practices library skills in his own program of study. The range of suggested subject matter relates to the material most frequently included in language arts textbooks on library skills. The degree of specificity lends itself to being taught by a classroom teacher with the school librarian or media specialist serving as a resource person. A list of applicable resources for various grade levels is included. (Author/SJ)

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# WHERE THE BOOKS ARE

5111.02
5112.02
5113.02
5114.02
5115.02
5116.02

English

Written by Allene J. Guinyard
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

LI 003 659

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COURSE NUMBER

COURSE TITLE: WHERE THE BOOKS ARE

5111.02
5112.02
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COURSE DESCRIPTION: This course is designed to provide students the opportunity to acquire competencies in the utilization of various resources of the library, including the card catalog, reference materials, and audio-visual resources. This course is a workshop in which the student practices library skills in his own program of study and may prepare current assignments for other classes.

I. PERFORMANCE OBJECTIVES

A. The student will apply his understanding of numerical arrangement to find specific materials in a given category, and locate classes of nonfiction books by using the Dewey Decimal System.

B. Given a subject, author, or title, the student will locate the requested book and audio-visual materials contained in the collection of the media center by using the card catalog.

C. Given a subject, the student will identify a variety of sources of current information on problems, opinions, controversies, trends, or other items of interest by using a periodical index.

D. Given an assignment, the student will identify the appropriate kinds of reference materials which may be used for locating specific information.

E. The student will discover the availability of audio-visual and other nonbook materials on a given subject by examining the card catalog and materials catalogs and files.

II. COURSE CONTENT

A. Rationale

Classroom instruction in today's schools has changed considerably from the single text-oriented approach, to a far more diversified one. In it multiple texts and supplementary resource materials are used extensively. In situations where the latter approach is most evident, the library, or media center, and its resources, become essential elements in the teaching-learning processes. This approach to instruction magnifies the need for the student to become competent in the use of the media center in order to gain access to the wealth of resources immediately available to him.

Knowledge of how to use the media center provides the student with the opportunity to assume a greater responsibility for improving the quality and increasing the quantity of his educational involvement in all subject

areas. Thus, this course is designed to expose the student to the location skills which are necessary to aid him in becoming a competent user of the media center and its varied resources. Emphasis will be placed on training the student to find the information - not on memorizing that information.

The content of the course should be presented in a workshop-type atmosphere. The student will, therefore, be able to put the skills to practical application in his attempts to prepare assignments from his total course of studies. The skills will then be useful and meaningful to him as he fulfills his educational obligations.

The range of suggested subject matter relates to the material most frequently included in language arts textbooks on library skills. The degree of specificity lends itself to being taught by a classroom teacher with the school librarian or media specialist serving as a resource person.

B. Range of subject matter

1. Classification of books and library arrangement

   a. Dewey Decimal System
      (1) Ten major classes
      (2) Numerical arrangement of nonfiction books
   b. Fiction books
   c. Biography
   d. Reference books

2. The card catalog

   a. Alphabetical arrangement
      (1) Letter-by-letter
      (2) Word-by-word
   b. Kinds of cards
      (1) Author
      (2) Title
      (3) Subject
      (4) Analytic
      (5) Cross reference
   c. Special rules
      (1) Abbreviations
      (2) Omissions of initial articles a, an, the
      (3) Numerals
   d. Call numbers

3. Periodical literature

a. Advantages
b. Indexing systems
c. Form of entry

4. Reference materials

a. Functions of reference materials
b. Types of reference materials
c. Selecting appropriate references

5. Nonbook materials

a. Vertical file materials
   (1) Pamphlets
   (2) Clippings
   (3) Pictures
b. Audio-visual resources
   (1) Films
   (2) Filmstrips
   (3) Slides
   (4) Transparencies
   (5) Recordings (Disc and Tape)

III. TEACHING STRATEGIES

Performance objective A

The student will apply his understanding of the numerical arrangement to find specific materials in a given category, and locate classes of nonfiction books by using the Dewey Decimal System.

1. Arrange a guided tour of the school media center. Invite the librarian to discuss with the class how books are arranged in the center, and what rules exist for using the facility. Prepare a diagram of the arrangement to serve as guides to broad groups of books, such as, nonfiction, fiction, biography, reference books, special collections, etc.

2. Using the transparencies "Library Science: Dewey Decimal System", present explanation of the system and the role it will play in helping students to become competent users of the library. Prepare copies of the ten major classes of the Dewey Decimal System for distribution to students. Brief explanation of contents of each class may be useful.

| | |
|---|---|
| 000-099 | General Works (encyclopedias and other general references) |
| 100-199 | Philosophy (psychology, conduct) |
| 200-299 | Religion (Bible, mythology) |
| 300-399 | Social Science (law, legends, education) |

| | |
|---|---|
| 400-499 | Language (dictionaries, grammar, readers) |
| 500-599 | Science (mathematics, astronomy, chemistry) |
| 600-699 | Technology (inventions, engineering, medicine) |
| 700-799 | Arts (architecture, music, painting, sports) |
| 800-899 | Literature (drama, poetry, essays, speeches) |
| 900-999 | History (geography, travel) |

3. Show the film "Library Organization" as an introduction to the course. The film will help present the course rationale and will support the instruction by guiding students to establish their individual goals in the course.

4. Show the film "Know Your Library" to help establish the value of the library as a tool to be used by students engaging in a research assignment.

5. Prepare a list of titles and authors for books of fiction. Have students write the list in the order in which they would be arranged on the shelves. (Alphabetical order according to the author's last name; alphabetical order by title for two or more books by one author.)

6. Using the chart of the Dewey Decimal System, have students place types of books, from a prepared list, with the proper number range in the Dewey Decimal System.

| | | |
|---|---|---|
| Example: | A book about football | 700-799 |
| | A book about mythology | 200-299 |

7. Record a series of call numbers (class numbers and author letters found on the spine of books) from nonfiction books. Have students arrange the call numbers in numerical order as the books would be found on a library shelf.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Example: | 398.2 | 352 | 371 | 395 | 341.13 | 333.9 | 383 |
| | Fen | Col | Ben | Pos | Uni | Fen | Sch |
| Arranged to: | 333.9 | 341.13 | 352 | 371 | 383 | 395 | 398.2 |
| | Fen | Uni | Col | Ben | Sch | Pos | Fen |

8. Prepare a list of subjects and have students supply the broad class name and the number range of the classification.

| Example: | SUBJECT | CATEGORY | CLASSIFICATION |
|---|---|---|---|
| | Birds | Science | 500-599 |
| | Etiquette | Social Science | 300-399 |

9. Have students prepare a list of subjects about which they are most interested. Have them identify the specific Dewey Decimal classification numbers for their subjects. The students can then locate the section in the media center and copy titles of books they wish to read about their particular subjects of interest.

10. Prepare a list of books of collective biography. Have students arrange the list in the order the books would be found on the library shelves. (These books will all have the class number 920 and should be arranged in alphabetical order by the author's last name.)

11. Prepare a list of individual biographies (class number usually indicated by 92 or B) and have the students arrange the titles in the order they would be found on the library shelves. (These books will be arranged in alphabetical order according to the last name of the biographee rather than by the author's name.)

12. Have students prepare a list of questions based on current assignments from their other classes. Opposite each question, have the students identify the broad classes in which they can locate books with the desired information, and the reference materials that could possibly help them. (Reference books are usually located in a special section of the media center, and marked "R" or "Ref" above the call number. The broad class numbers will guide the students to the special reference books on their subjects.)

Performance objective B

Given a subject, author, or title, the student will locate the requested books and audio-visual materials contained in the collection of the media center by using the card catalog.

1. Introduce the study of the card catalog by using the transparencies "Library Science: The Card Catalog." These will aid in the overall presentation of the card catalog and the types of information to be found in it. Special attention should be given to the three main kinds of cards, and how they are identified: author card, title card, and subject card.

2. Assist students in determining the value of the card catalog as a tool for their use:

   a. To find out whether the library owns a certain book, filmstrip, transparency, or recording.
   b. To find out what books and audio-visual materials are in the collection on a given subject.
   c. To find out what books by a particular author are owned by the library.
   d. To find out the call number of a book for location purposes.
   e. To find out certain facts about a book, such as, author, publication, illustrations, etc.

3. Check with the librarian to determine whether the card catalog in your school is arranged alphabetically word-by-word or letter-by-letter. Prepare a list containing titles, authors' names, and subjects to be arranged in alphabetical order word-by-word in one column, and letter-by-letter in the second column. This will provide an opportunity to compare the arrangements, and note the difference between the two filing procedures. Remind the students that the initial articles, a, an, and the, are to be omitted.

4. Prepare a list of authors' names in proper order (first name followed by surname, e.g. Kenneth Grahame). Have students rewrite the list arranging it in alphabetical order. Remind students that the names are to be inverted and a comma used between the last and first name.

5. The card catalog is an alphabetical index to the materials, books and nonbook, housed in the media center. Prepare a diagram of the card catalog file showing the guide letters on the drawers of the file. From a given list of titles, authors' names, and subjects, have the students identify the particular drawer in which a card for each item will be filed. Opposite the title, author or subject, the student will write the guide letters or the number (if the diagram shows both letters and are numbered) of the proper catalog drawer.

6. Provide each student with a sample card from the card catalog file. (The librarian usually has extra sets of cards available.) From this card, have the students answer the following questions:

   a. Is the card a subject, title, or author card?
   b. What is the author's name?
   c. What is the title of the book?
   d. Who published the book?
   e. When was it copyrighted?
   f. Is the book illustrated?
   g. What is the call number?
   h. Under what subject(s) is the book indexed?
   i. How many pages are there in the book?

7. Have the student use the card catalog file to locate at least five books and three pieces of audio-visual materials on a given subject, or on a subject of his choice. This information will be recorded by the student, and can serve as the beginning of a bibliography for other class assignments.

8. From a prepared list of five subjects, have students use the card catalog to supply the following information for three books on each subject:

   a. The call number
   b. Author's name

c. Title of book
d. Copyright date

9. Provide a list of authors' names. Have the students use the card catalog to locate information on books by the authors. They will record the title of the book, the publisher, the copyright date, and the call number for each book.

10. Have each student identify ten nonfiction books he would like to read. The list should include the call number, author, title, and a summary sentence telling what the book is about. The summary sentence will be based on the content description found on the catalog card.

11. Cross reference cards are additional aids to students in locating information. They are generally called "see" and "see also" cards. Check the school catalog file to locate cross references. From these, formulate a subject list and have students indicate the subjects to which they are referred.

Examples: a. REVOLUTIONARY WAR, see
UNITED STATES - HISTORY - REVOLUTIONARY WAR

b. AIRCRAFT, see also
HELICOPTER
GUIDED MISSILE

12. Analytic cards are used to guide students to a certain play, short story, or essay found in books contained in the collection. Provide students with titles of one or more such literary works, and have them find out if copies are available in the library. Have the student write the call number, author, and title of the book in which the requested play, short story or essay can be found.

13. All abbreviations and numerals are filed in the card catalog as if they are spelled out. Prepare a list of titles which contain abbreviations and numerals. Have students arrange the titles in alphabetical order as they would be found in the card catalog.

Performance objective C

Given a subject, the student will identify a variety of sources of current information on problems, opinions, controversies, trends, or other items of interest by using a periodical index.

1. Discuss with the librarian your plans to study the use of periodical indexes and the need to have access to back issues of periodicals. Find out how far back in time the volumes in your library extend, and to which magazines

subscriptions are made. Compare the list of subscription periodicals to the list of periodicals indexed in the Readers' Guide or the Abridged Readers' Guide to Periodical Literature (whichever is available in your school). Having this information available will help students confine their selection of materials to that which is housed in the media center.

2. Establish the fact that periodicals are excellent sources of current information - many times sole sources. In order to gain rapid access to the wealth of information contained in periodicals, an index must be used. Make available to students copies of the study guide "How to Use the Readers' Guide to Periodical Literature", or make duplicate copies of the section on the key to abbreviations used in the guide. (Free copies of "How to Use the Readers' Guide to Periodical Literature" can be ordered from the H. W. Wilson Company, 950 University Avenue, Bronx, New York, 10452.)

3. Preview the film "Find the Information." One part refers specifically to the use of the Readers' Guide to Periodical Literature. You may show the entire film to the class or show only that section which treats the Readers' Guide as an overall presentation of information to be explored during this part of the course.

4. Using the guide "How to Use the Readers' Guide to Periodical Literature", examine with the class the key to abbreviations. Have students apply the information to analyzing sample entries in the Readers' Guide or the Abridged Readers' Guide. Explain that most materials in magazines are located by subject, but that both subject and author entries are included. Title entries are given which refer back to the author entry for complete information.

5. Select a sample entry and have students identify each of the items as follows:

   a. Subject about which the article is written.
   b. Title of the article.
   c. Author of the article.
   d. Name of the magazine in which it appears.
   e. The volume number of the magazine.
   f. The pages on which the article appears.
   g. The date of the magazine.
   h. If the article is illustrated.

6. Using the Readers' Guide or Abridged Readers' Guide, have students find an article listed under each of five subjects of your choice. Have them copy the entries for each article. For one of the entries, have the students write a brief explanation of the information found in the entry.

7. Have students select one topic from a given list, look the topic up in the Readers' Guide, and list five articles that could be found in the materials at your library on the selected topic.

8. Have each student choose a prominent person whom he admires. Using the Readers' Guide, the student will locate articles about his selected personality. For each article the student should give author, title, and source.

9. Have students locate as many reviews as possible on a current movie or dramatic play. Ask students to list the sources in which the reviews are found.

10. Have students locate an article on his hobby or favorite sport. After reading the article, prepare a brief report to be made in class.

11. By using the Readers' Guide, have each student locate articles related to the science or social studies subject he is currently studying. Have him prepare a written summary of the article as a report.

12. By using the Readers' Guide or Abridged Readers' Guide, have the students locate and read a magazine article on one of the following subjects. They must identify the author and title of the article and the magazine in which it appears. Students should be prepared to give a brief summary of the article. Suggested topics:

    a. Accidents
    b. Archery
    c. Astronauts
    d. College athletics
    e. Hurricanes
    f. Plastics
    g. Space stations
    h. Submarines

Performance objective D

Given an assignment, the student will identify the appropriate kinds of reference materials which may be used for locating specific information.

1. Examine the collection of reference books housed in your school library. Note the different kinds of books in that collection, and determine the kinds of information that can best be located there. From the reference materials available, prepare a list of titles and brief annotations of the types of information to be found in the books. Use this list as a guide for students in their attempts to determine possible sources for specific information.

2. Use the transparencies "Library Science: Reference and Guide Books" to survey the general scope and range of reference materials. The

discussion should include general information facts such as those cited below.

a. Reference books contain compilations of facts and information brought together and organized for quick and easy use.
b. A topic on which information is to be located should be examined to decide the kind of information needed, the subject area, and the factors influencing the topic.
c. The most appropriate reference book should be selected based on the kind of information needed;(e.g., a dictionary for definitions, an encyclopedia for an overview, a yearbook for statistics, etc.)

Call to the attention of the students where reference books are housed, how they are arranged, and how they are identified ("R" or "Ref" above classification number). They should be informed of any special procedures that must be followed in order to use these materials.

3. The film "How to Read a Book" can be shown to the class to demonstrate the importance of selecting and using the best book for a particular purpose, especially where there are many resources from which to choose. The film will also present information on the roles the various parts of a book play in helping to locate information.

4. Arrange to have the class visit the reference area of the media center to see and examine the books with which they will be working. The librarian or the teacher may introduce the various materials to the students and explain the kinds of information to be found in them. The students should examine the books themselves in order to become familiar with them. Examples of the following reference books should be available for the students to examine: dictionaries, encyclopedias, atlases, gazeteers, biographical references, almanacs, and special subject references.

5. Using the prepared list of annotated reference materials, engage students in an oral exercise of identifying possible sources to locate answers to questions raised. This exercise should assist the students in refining their search to the types of reference materials best suited for specific information.

6. Develop exercise sheets of questions or information to be located by students using reference books. Wherever possible, encourage students to use class assignments from their other courses to formulate their research tasks. In this manner, the student applies his understanding of reference materials to the accomplishment of a relevant activity. In either case, have the students supply the source of the information located. If the information is an assignment from another class, the specific information and the source are to be provided.

7. Prepare a number of topics on which students are to locate information in encyclopedias. Have each student choose the topic which interests him most. He will then locate an article on his selected topic in three encyclopedias. The student will compare the treatment of the information presented in each. In the comparisons the following questions should be answered:

   a. In which of the encyclopedias were the articles signed with the author's name?
   b. Which included a bibliography?
   c. Which included an outline?
   d. Which was easiest to read?
   e. Which was most difficult to read and understand?
   f. Which article best suited your reading level?

8. Prepare a list of questions to which answers can be found in an almanac. Have students locate the information and identify the source and page number on which the information was found. Have them indicate where the index section is located in the almanac used.

9. Prepare a list of report titles. Have the students give, for each title, the names of at least two reference books that can be used to locate the information. Each student will choose one of the report titles, locate the required information in one of the sources cited, and write pertinent data given.

10. From a given list of brief quotations, have students find the author of each, and identify the source where it was located.

11. Have each student choose a famous personality about whom he wishes to find information. By using biographical reference books, the student notes outstanding accomplishments and/or interesting facts about the person. Based on the information he finds, the student will formulate questions to be used in a class activity in which all students attempt to identify the famous personality about whom facts are being presented.

12. Prepare a list of items containing information to be found in an atlas, an almanac, or a collection of biographies. Using this list, have the students indicate which reference source they would use <u>first</u> for information about the items listed. Opposite each item, use the abbreviation <u>At</u> for atlas, <u>Al</u> for almanac, or <u>B</u> for collection of biographies.

Performance objective E

The student will discover the availability of audio-visual and other nonbook materials on a given subject by examining the card catalog and materials catalogs and files.

1. Invite the librarian to meet with your class and discuss the accessibility of nonbook (vertical file and audio-visual) materials at your school. The class should be advised of what materials and equipment are available for student use, where they are kept in the media center, and what procedure is to be followed in order to use them.

2. After surveying the range of audio-visual materials immediately available in your school, develop a list of topics to be used in this phase of instruction. The list may be expanded by students offering additional subjects from their other course assignments.

3. Provide class demonstrations in the proper use and handling of audio-visual equipment, especially with those machines students will operate independently.

4. Using the prepared list of topics, have students search the card catalog and/or the school audio-visual materials catalog to locate a variety of materials available on a given subject. These materials may include filmstrips, slides, transparencies, and recordings (disc and tape). The student is to record on a 3" x 5" index card pertinent information for each piece of material he finds.

5. From the accumulated data on the 3" x 5" index cards about his particular topic, have each student choose one of those items which contributes to his topic to be presented before the class. Since time for acquiring and setting up the necessary equipment must be considered, a schedule should be established for student presentations.

6. Have students locate pamphlet information found in the Vertical File that may help them develop their topics. They should provide the title of each pamphlet and the subject under which it is filed.

7. Have students examine the picture file to obtain pictures related to their topics or special interests. Have them prepare a display of the pictures in the classroom.

8. Have students develop a Career Opportunity file for the class. Each student will locate and use vocational or career opportunity information which is of interest to him. From the research of recent materials, the student will record on 6" x 9" cards: name of the occupation, brief description, possible salary range, education required, type and length of training necessary, and projected demand for such services.

9. Have each student identify an area of interest he would like to pursue if he were going to college. Using college bulletins, on file, have the student locate ten colleges which offer the type of educational program best suited to his particular purposes. The student should record: the area of interest, the name of the college or university, where it is located, the costs involved, and possible scholarships in his field of interest. This data can be placed on 6" x 9" index cards and organized to form a college file for classroom reference.

10. Using atlases and travel brochures, have students select one city, state, or country and arrange an imaginary tour through the selected place. They are to identify points of interest to visit, chief products, climate, and historical data of significance about the place. If an insufficient number of travel brochures are on hand in the vertical file, students may be encouraged to request them from travel agencies and donate them to the library.

11. Using the accumulated data recorded on the subject chosen at the beginning of this phase of instruction, have each student prepare a class presentation. The presentation is to include an oral discussion of the data collected, accompanied by appropriate audio-visual materials which help to develop the chosen topic. If the topic is related to another of the student's courses, presentation in the class from which the assignment originated should be encouraged.

## IV. RESOURCES

### A. State-adopted textbooks


Christ, Henry I., et al. Modern English in Action, Grade 7. Boston: D. C. Heath & Co., 1968. pp. 102-107.

_____. Modern English in Action, Grade 8. Boston: D. C. Heath & Co., 1968. pp. 50-59.

_____. Modern English in Action, Grade 9. Boston: D. C. Heath & Co., 1968. pp. 110-121.

_____. Modern English in Action, Grade 10. Boston: D. C. Heath & Co., 1968. pp. 106-117.

_____. Modern English in Action, Grade 11. Boston: D. C. Heath & Co., 1968. pp. 92-101.

_____. Modern English in Action, Grade 12. Boston: D. C. Heath & Co., 1968. pp. 75-82.

Conlin, David A., and Herman, George R. Modern Grammar and Composition 3, Grade 11. New York: American Book Co., 1967. pp. 272-276.

_____. Resources for Modern Grammar and Composition 4, Grade 12. New York: American Book Co., 1967. pp. 84-91.

Conlin, David A., Herman, George R., and Martin, Jerome. Our Language Today 7. New York: American Book Co., 1966. pp. 256-267.

_____. Our Language Today 8. New York: American Book Co., 1966. pp. 231-245.

Roberts, Paul. The Roberts English Series: A Linguistics Program, Book 7. New York: Harcourt, Brace & World, 1967.

Robinson, Helen M., et al. Open Highways, Book 7. Atlanta: Scott Foresman & Co., 1967. pp. 33-38.

B. Non-state-adopted supplementary materials

1. Textbooks

Warriner, John E., et al. English Grammar and Composition, 7. New York: Harcourt, Brace & World, 1965. pp. 447-463.

_____. English Grammar and Composition, 8. New York: Harcourt, Brace & World, 1965. pp. 537-552.

_____. English Grammar and Composition, 9. New York: Harcourt, Brace & World, 1965. pp. 370-391.

Warriner, John E., et al. English Grammar and Composition, 10. New York: Harcourt, Brace & World, 1965. pp. 532-553.

_____. English Grammar and Composition, 11. New York: Harcourt, Brace & World, 1965. pp. 248-264; 265-275.

2. Suggested reference materials

Aldrich, Ella V. Using Books and Libraries. 5th ed. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1967.

Berner, Elsa R. Integrating Library Instruction with Classroom Teaching at Plainview Junior High School. Chicago: American Library Association, 1958.

Cleary, Florence Damon. Discovering Books and Libraries. New York: Wilson, H. W., 1966.

Cook, Margaret G. The New Library Key. 2nd ed. New York: Wilson, H. W., 1963.

Downs, Robert B. How to Do Library Research. Champaign-Urbana, Illinois: University of Illinois Press, 1966.

Enoch Pratt Free Library, Baltimore. Reference Books. Baltimore, Md.: The Library, n.d.

Gates, Jean K. Guide to the Use of Books and Libraries. New York: McGraw-Hill Book Co., 1962.

How to Use the Readers' Guide to Periodical Literature and Other Indexes. New York: Wilson, H. W., Co. Free in quantities up to 50.

Rossoff, Martin. Using Your High School Library. 2nd ed. New York: Wilson, H. W., Co., 1964.

Santa, Beauel M., and Hardy, Lois Lynn. How to Use the Library. Rev. ed. Palo Alto, Calif.: Pacific Books, 1966.

Scripture, Elizabeth and Greer, Margaret S. Find It Yourself. 4th rev. ed. New York: Wilson, H. W., Co., 1955.

Shores, Louis. Basic Reference Sources. Chicago: American Library Association, 1954.

Toser, Marie A. Library Manual. 6th ed. New York: Wilson, H. W., Co., 1964.

3. Media resources

The following resources are listed in Instructional Materials Catalog, Bulletin 1-N, and can be requested from the Dade County Audio-Visual Center.

Films

| Title | Description | Levels | Publisher | Catalog No. |
|---|---|---|---|---|
| Choosing Books to Read | 10' C | JS | Coronet | 1-00124 |
| Find the Information | 11' BW | JS | Coronet | 1-00108 |
| How to Read a Book | 11' BW | JS | Coronet | 1-00650 |
| Know Your Library | 11' BW | JS | Coronet | 1-00111 |
| Library of Congress | 21' BW | JST | UW | 1-30010 |
| Library Organization | 10' BW | JS | Coronet | 1-00122 |

Transparencies

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|---|---|---|---|---|
| Library Science: Dewey Decimal System | C; 20 statics; 16 overlays | EJS | General Aniline | 2-30119 |

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| Library Science: Reference and Guide Books | C; 40 statics; 32 overlays | EJS | General Aniline | 2-30123 |
| Library Science: The Book | C; 13 statics; 20 overlays | EJS | General Aniline | 2-30122 |
| Library Science: The Card Catalog | C; 4 statics; SG | EJS | General Aniline | 2-30121 |
| Library Science: The Card Catalog | C; 11 statics; 10 overlays | EJS | General Aniline | 2-30120 |